

**Texas Education Agency
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Planning**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	February 23, 2018, to June 15, 2019	Place date stamp here: <div style="text-align: right; transform: rotate(90deg);">RECEIVED TEA JAN 11 2018 PM 4:05</div>
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov ; (512) 463-9242	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Richardson ISD	057916	J.J. Pearce High School/004	
Vendor ID #	ESC Region #		
1756002311	10		
Mailing address		City	State ZIP Code
701 W. Belt Line Rd.		Richardson	TX 75080-6015

Primary Contact

First name	M.I.	Last name	Title
Masud		Shamsid-Deen	Executive Director, CTE
Telephone #	Email address		FAX #
469-593-0808	masud.shamsid-deen@risd.org		469-593-0850

Secondary Contact

First name	M.I.	Last name	Title
Kim		Fuller	Executive Director, Entitlements
Telephone #	Email address		FAX #
469-593-7466	Kim.fuller@risd.org		

Part 2: Certification and Incorporation

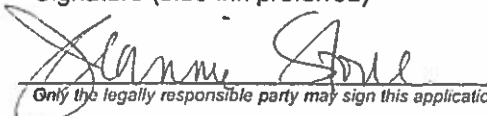
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeannie		Stone	Superintendent
Telephone #	Email address		FAX #
469-593-0399	Jeannie.stone@risd.org		469-593-0402

Signature (blue ink preferred)

Date signed

 1-4-18

Only the legally responsible party may sign this application.

701-18-102-026

Schedule #1—General Information

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3a: Revised Budget For State Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Part 3b: Revised Budget For Federal Funds

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH ☐ ICIA ☒ Both

Purpose

Richardson ISD is seeking both the P-TECH and ICIA programs in order to close the gap between the starkly different student outcomes for minority and white students at J.J. Pearce high school. Through these programs RISD can ensure all Pearce students will earn a certification or will have made significant progress towards a post-secondary degree prior to graduation. Research tells us that students who have a post-secondary certification or credential have seven to ten times more earning capacity than students who do not. Furthermore, students who begin a post-secondary program prior to graduation are more likely to persist through the program than graduates who have not started a program during high school.

The vision of Richardson ISD is to ensure that all students connect, learn, grow and succeed. Richardson ISD is actively seeking strategies to prepare our steadily increasing "at risk" student population for high paying, in-demand jobs within our community. Texas is one of the nation's leaders in the creation of skilled science, technology engineering and math (STEM) jobs. However, Texas employers are reporting challenges in hiring skilled employees in Texas to fill these positions. Our district shares the goals and commitments of this grant opportunity. By developing pathways in information technology, business and finance, and an industry cluster academy in advanced manufacturing technologies at Pearce High School we will not only be able to ensure our students successfully pursue certifications and post-secondary degrees we will also be meeting the employment needs of our regional workforce.

Budget

The planning grant budget will be used for start-up activities that support the long term development of the academy and early college programs. Approximately 5K will be used for instructor training, extra duty pay and the hiring of substitutes. During training, instructors will engage with businesses and district leadership to learn the blueprint of the new school formats. In addition, the training time will be used to develop their programs and curriculum. An additional 9K will pay for professional development, dual credit curriculum development and leadership development. 8K will support travel to existing P-TECH and academy schools, as well as, student and teacher travel to business partner sites. 3K will cover the cost of meeting supplies and educating the Richardson community about this opportunity.

Demographics

One fourth of Pearce students do not pursue a college degree for a variety of reasons. Most commonly they include the high cost of higher education, lack of family support and inadequate transportation. Out of the three-fourths of Pearce students who do seek a postsecondary degree an achievement gap between at risk and not at risk students is quite evident. While 63% of White students completed a degree program within six years only 32% of Hispanic and 16% of African American students did.

Needs Assessment Process

The needs assessment process districtwide is developed by the superintendent's cabinet and approved by the board of trustees. The superintendent and school board assess needs and establish yearly goals, performance objectives and evaluative measures. For every performance objective there are corresponding strategies. The strategies are developed collaboratively by departments and campuses to meet the performance objectives as documented in the district and campus improvement plans. Plans are reviewed by an executive director and ultimately the superintendent cabinet and school board.

Schedule #5—Program Executive Summary (cont.)**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 1756002311	Amendment # (for amendments only):
<p>Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.</p> <p>Quarterly updates ensure alignment to goals and course revisions or changes when necessary. Changes to plans can originate at the department, campus or district level. Ultimately, the efficacy of this work is determined by the superintendent and school board, based on reports from the Executive Director of College and Career Readiness and the Executive Director of Career and Technical Education.</p> <p>The CTE department coordinates the campus needs assessment by bringing together internal and external stakeholders who serve as the leadership team for the various CTE programs. Action plans are developed as stakeholders review pertinent data regarding the number of students, types of certifications offered and programs offered.</p> <p>The CTE department organizes as a professional learning community so that student learning is the main focus of its work and supports a continuous improvement cycle. Schedule 13 outlines the specific needs assessment and action steps that were taken and the rationale for the specific programs chosen for this grant.</p> <p><u>Management</u></p> <p>Management of the program includes the Deputy Superintendent and Assistant Superintendent of Secondary Schools and other high level district officials who leverage human capital, time and financial resources as needed. The Executive Directors of College and Career Readiness and Career and Technical Education assist in establishing relationships with community, business and higher education institutions and will also serve on the management team. The P-TECH and/or ICIA director will help manage the day to day operation of the program and work with the teachers and career counselor to ensure students are meeting assessment, academic and workforce goals while directing time and resources as needed to support students. The management team will meet monthly to review goals and monitor progress through classroom site visits and reporting from the Accountability and Continuous Improvement department.</p> <p><u>Evaluation</u></p> <p>Evaluation of the planning grant will be based on how well products and activities support the development of a solid implementation plan. This will include the percentage of programs of study that are aligned to high demand industries; the percentage of dual credit courses taught by campus faculty; alignment of experience and outcomes with dual credit courses at the high school to corresponding courses at the college campus; securing a memorandum of understanding from business partners in each career cluster; and creating an academic and emotional support plan.</p> <p><u>Statutory Requirements/TEA Requirements</u></p> <p>This program meets statutory and TEA requirements, specifically: Open enrollment; programs of study that combine high school and post-secondary courses and receive an associate's degree, certificate, or industry certification; complete work-based education through internship apprenticeship or other job training program, all provided at no cost to students.</p> <p><u>Conclusion</u></p> <p>Richardson ISD will maintain an ongoing commitment to the goals of this grant and will ensure that funding from other resources will continue to support the program.</p>	

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$5,000	\$	\$5,000	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$9,000	\$	\$9,000
Schedule #9	Supplies and Materials (6300)	6300	\$2,500	\$	\$2,500	\$500	\$	\$500
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000	\$3,000	\$	\$3,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$	\$	\$	\$
Total direct costs:			\$12,500	\$	\$12,500	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$12,500	\$	\$12,500	\$12,500	\$	\$12,500

Administrative Cost Calculation

Enter the total grant amount requested:	\$	\$
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result:	\$	\$
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100) – State Funds			
County-district number or vendor ID: 1756002311		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Other Employee Positions			
15 Title			\$
16 Title			\$
17 Title			\$
18	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
19 6112 Substitute pay			\$1,000
20 6119 Professional staff extra-duty pay			\$4,000
21 6121 Support staff extra-duty pay			\$
22 6140 Employee benefits			\$
23 61XX Tuition remission (IHEs only)			\$
24	Subtotal substitute, extra-duty, benefits costs		\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) -Federal Funds			
County-district number or vendor ID: 1756002311		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
Program Management and Administration			
1 Project director			\$
2 Project coordinator			\$
3 Support Staff directly working on the program			\$
Other Employee Positions			
4 Title			\$
5 Title			\$
6 Title			\$
7	Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 1756002311		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development for teachers and administrators.	\$9,000
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$9,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$9,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300) – State Funds		
County-District Number or Vendor ID: 1756002311		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6300	Total supplies and materials that do not require specific approval:	\$2,500
Grand total:		\$2,500

Schedule #9—Supplies and Materials (6300) –Federal Funds		
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
63XX	Technology not capitalized	\$
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$500
Grand total:		\$500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400) – State Funds		
County-District Number or Vendor ID: 1756002311		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$5,000
Grand total:		\$5,000

Schedule #10—Other Operating Costs (6400) – Federal Funds		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$3,000
Grand total:		\$3,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds				
County-District Number or Vendor ID: 1756002311			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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On this date:

By TEA staff person:

Schedule #11—Capital Outlay (6600) – Federal Funds				
County-District Number or Vendor ID: 1756002311			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the fall of 2017, J.J. Pearce administrators expressed concern over the falling enrollment numbers in current CTE program offerings and requested assistance in developing a more streamlined program of studies that would not only correlate with student interest but also better prepare the increasing at risk population to earn a living wage. In addition, administrators sought to close the achievement gap between the predominately white, not at risk population with the predominately minority, at risk population. National Clearinghouse studies have shown that while 63% of J.J. Pearce's White population will complete a degree program within six years of high school graduation only 32% of Hispanic and 16% of African American students will graduate with a post-secondary degree.

Since 2009, Pearce's student body has grown from 27% at risk and 37% minority populations to over one half at risk and 57% minorities. New strategies to ensure all students earn post-secondary degrees and industry training must be adopted in an effort to stem the tide of the increasing working-poor population.

Focus groups comprised of campus administrators, instructors, representatives from Richland College and industry partners met to discuss local workforce needs and possible career pathways that would lead to higher paying, in-demand jobs. The pathways identified through exhaustive discussion and research include Information Technology, Advanced Manufacturing Technologies, Business and Finance.

Pearce high school is located in close proximity to multiple national, international, regional and local companies in each of the targeted industries who have eagerly pledged their support to J.J. Pearce students.

The committee identified a number of issues that need to be addressed in order to accomplish the program goals. The top five needs include 1. Closing the college degree achievement gap for at risk students; 2. Preparing at risk students for high paying in-demand careers within the Richardson community; 3. Educating parents of at risk students about the pathways available to their students that result in high wage, high demand careers; 4. Providing appropriate and essential support to at risk students to ensure they persist through the program; and 5. Hiring and training instructors with related industry experience to improve the quality and relevance of the curriculum.

The needs were prioritized according to the greatest overall impact on the quality of individual student lives. First and foremost, at risk students need to graduate from a post-secondary program. Secondly, the degree must be in a high-demand industry so as to provide the student with a long term solution to their economic needs. The third need, educating parents of at risk students, is essential to the success of the program. At risk students often are encouraged by their parents to enter the workforce after high school rather than go to college due to the financial needs of the family which includes a lack of resources to pay for college. The fourth need will address some of the very reasons the students are considered at risk. They need additional support to stay organized, focused and on-track for future success. And the fifth need, hiring and training high quality instructors will provide engaging, relevant curriculum that fully prepares students to enter a highly competitive workforce.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Create engaging courses for students that pique their interest in high demand career fields.	Outline professional development for teachers, including capacity building and start up for course development; travel to relevant businesses, and extra duty pay for curriculum development.
2.	Industry input on course and program development.	Engagement activities with local business leaders in advisory and workshop format with campus leaders and families.
3.	Expose families to the career paths they can access prior to graduating from high school.	Educating students and parents on the career options in the JJ Pearce feeder pattern.
4.	Ensure best practices from experienced P-TECH and academy programs are included in the implementation plan.	Travel and release time for educators to collaborate with Dallas ISD and other entities as they are identified.
5.	Need for a program that has proper supports to help at risk students persist through the program.	Travel and planning time for intervention and support staff including administrators and counselors to develop wrap-around support plan.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of leadership design minutes.	1.	Monthly meeting with 80% or higher attendance
		2.	
		3.	
2.	Review of recruitment and enrollment guidelines.	1.	Guidelines reflect performance blind admissions.
		2.	Print, digital and face to face media opportunities for families provided.
		3.	Outreach plan includes students who are at risk or first generation college students.
3.	Program of study checklist.	1.	Programs of study are aligned to high demand occupations.
		2.	Students and parents have a clear plan that shows how they will graduate with industry certification, postsecondary coursework, degree, and/or credential.
		3.	
4.	Higher education and industry collaboration feedback.	1.	Memorandum of Understanding approved by all parties.
		2.	Minimum of 1 business partner for each career cluster identified.
		3.	
5.	External review of academic and emotional support by student and parent focus group.	1.	90% of reviewers will agree or strongly agree that sufficient academic and emotional support is in the plan.
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Accountability and Continuous Improvement (ACI) Department is a service oriented organization that takes a vast amount of complex data and transforms it into useful, objective information for decision-making to provide perspective and depth of understanding for the improvement of student achievement and success.

The ACI

- coordinates local, state, and federal assessment programs,
- monitors state and federal accountability issues,
- provides ongoing student program evaluations,
- facilitates district planning and decision making,
- manages surveys - design, development, and data analysis,
- supports research and assessment analyses,
- develops reports and reporting tools that help teachers, principals and administrators set educational goals for students and the district.

The ACI department will be mobilized to collect and report data in the evaluation design on a quarterly basis so problems with project delivery can be identified and corrected by the leadership team. It will house participating student information such as percentage of demographics for at-risk, ethnicity, first general college, ELL's, economically disadvantaged and students who receive special education services as well as attendance and achievement results on local assessments, career based assessment and dual credit courses. Reports will be reviewed quarterly so any problems can be identified early.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Statutory Requirement 1: Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pearce will have a cohort-within-a-school model by which students participating in the program will work alongside students interested in similar courses where applicable. Classes will developed by flexible grouping such that students who may have struggles or need structured support will have a similar schedule. The recruitment and enrollment process and requirements will not discourage the enrollment of any subpopulations, including at-risk students, limited English proficient students nor those who have failed a state assessment. Enrollment decisions will not be based on assessment scores, discipline, history, teacher recommendation or minimum grade point average. The committee will work within the guidelines and recommendations of the P-TECH and ICIA blueprints and implement a performance blind open access lottery system in a situation where more students express an interest than the number of students targeted. Subpopulations historically under-represented will be actively identified and encouraged to apply.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Statutory Requirement 2: Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Core and elective classes will be aligned to dual credit courses that meet general education requirements at DCCCD and/or UTD. The advisory group will also outline relevant career and technology education courses among endorsement or elective offerings, and submit new course requests to TEA where essential courses are proposed that cannot be aligned to current course offerings. For example, the Advanced Manufacturing course sequence would be as follows:

Richardson ISD Course	DCCD Course
Applied Engineering	INMT Manufacturing Processes
Engineering Design and Presentation	DFTG 1345 Parametric Modeling and Design
Robotics I	INMT 1417 Industrial Automation I
Problem Solving	MFGT 2459 Industrial Automation II

Students completing this sequence would be eligible for the Advanced Manufacturing and Design Certificate.

Statutory Requirement 3: Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the planning phase, an advisory group will work to develop relevant coursework that is necessary for success in the in advanced manufacturing, information technology or business and finance. P-TECH/ICIA participating students and families will meet with a guidance counselor who will outline a graduation plan that includes the students' career path and courses of study that meet graduation requirements and relevant college courses in advanced manufacturing, information technology or business and finance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flexible class scheduling: Through this grant opportunity, Richardson ISD will explore models that extend learning for students so that a higher percentage of students complete the program. Second through fourth year CTE courses are a minimum of 45 minutes but can go up to 90 or 135 minutes daily, while many state programs and courses do not extend beyond an average of 45 minutes per day or 90 minutes every other day. Students in the advanced CTE courses that are off site can drive, and we will explore other transportation options that maximize student participation in work based learning.

Academic mentoring: College career counselors work with all students to help identify needed academic supports, register for college assessments, complete applications and submit financial aid. All high schools are part of the AVID system. Often students in the AVID system will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential.

AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors, Pre-AP and Advanced Placement. To support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams a reality.

Through this grant opportunity, a CTE staff will work closely with the AVID coordinator to leverage the AVID system to develop specific, targeted support structure for the health science program including training for CTE staff. Furthermore, the leadership team will advertise and actively recruit mentors to support students through the health science program and hold formal mentoring activities each semester.

Statutory Requirement 5: Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will not be charged tuition nor testing fees related to participation in the P-TECH program. Richardson ISD currently has dual credit agreements that allow for students to enroll in dual credit courses without incurring fees for tuition or course materials.

- Students receive a tuition scholarship for dual credit course.
- Neither the high school nor college charge any expenses associated with use of college facilities.
- Richardson ISD covers the cost for textbooks, access codes, equipment, and course instructional supplies.
- Students may take the TSIA at no cost and initial retest with no cost. Richardson ISD pays for additional retesting.

Furthermore, Richardson ISD covers the cost of insurance for students who take courses and participate in work-based education in the area.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Statutory Requirement 6: Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pearce High School is strategically positioned to build on existing relationships with Dallas County Community College District (DCCCD) and the University of Texas at Dallas (UTD). Richland College, part of the DCCCD, is located within Richardson ISD and several of its other institutions are accessible via the mass transit DART rail system which runs through Richardson. UTD is located just minutes away from the Pearce campus. Our existing partnership with DCCCD includes dual several credit classes. The graduating class of 2016 took over 1300 dual credit courses. RISD as a lab for teacher candidate from UTD's educator preparation programs for science, computer science, and mathematics, and several educators participate the Texas Regional Collaborative for STEM education.

This grant will provide an opportunity for Pearce High School to work directly with leaders at these institutions to develop pathways and professional development program related to the specific coursework needed in the advanced manufacturing, robotics, and information technology. Spring of 2018 an advisory groups will be established of stakeholders to review the current dual credit, course pathways and determine what adjustments need to be made to align with higher education and local workforce needs and use the PTECH blueprint to ensure continuous success.

Statutory Requirement 7: Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pearce will develop business partnerships in the areas of advanced manufacturing, robotics, information technology (IT) and business and finance. Target companies include those with large robotics/manufacturing and automation, such as Toyota, All Axis and Alexandria Industries. In the area of IT, Richardson ISD will provide Pearce with direct contacts with large IT departments or focus areas, such as State Farm, Fujitsu, and Qorvo. These companies pledged support for STEM initiatives across Richardson ISD during a fall STEM outreach initiative. These business partners will also be asked to serve in an advisory capacity to develop a menu of work-based learning experiences for students and teachers throughout the normal school year and summer. Student experiences will increase in length, complexity and responsibility from freshman year to senior year. Following is an example:

9th grade: job shadowing, campus-based project

10th grade: career mentoring, campus-based project

11th grade: career mentoring, semester internship, job-based project, certification

12th grade: career mentoring, full-year internship or apprenticeship, student portfolio, certification

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

Statutory Requirement 8: Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Prior to the district work session, the district CTE department reviewed the newly developed Texas CTE website which provided career and workforce data information as well as sample program of study templates. Other resources reviewed included Texas Career Check; Career One Stop; Texas Targeted Industry Clusters; and Tri Agency Report, "Prosperity Requires Being Bold: Integrating Education and the Workforce for a Bright Texas Future."

Since these pathways are closely aligned with regional workforce data, future work with the local workforce development boards will focus on identifying potential business partners, development of quality work-based training opportunities for both students and staff, and outreach to parents about the available career fields available.

District leadership has engaged with local workforce officials and business stakeholders through participation in several local chamber of commerce organizations, including the Richardson Chamber of Commerce, the North Dallas Chamber of Commerce and the Dallas Regional Chamber of Commerce. Recent discussions have included an industry series on education to the workforce as well as information on academies and early college models in Dallas ISD.

Statutory Requirement 9: Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

DCCCD CTE courses have minimal contact hour requirements for credit as do high school courses. When there are differences, student courses will be provided and structured in a way such that Richardson ISD will receive appropriate funding (V1, V2) based on the number of instructional minutes of student seat time. These requirements will be met while completing the program of study outlined with IHE partners as well as and industry partner work based experiences.

Richardson ISD will ensure that it leverages the financial support of the various components of the foundation school program, including allotments for high schools, bilingual education, career and technical education, facilities and transportation. The time and attendance of students in the P-TECH/ICIA program currently meets TEA requirements in the attendance accounting handbook and the Texas Education Data System guidelines.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The team that will complete the implementation plan will include a Texas Education Agency Representative. District level personnel will include the Deputy Superintendent, Assistant Superintendent of Secondary Schools, Executive Director of CTE, Executive Director of College and Career Readiness, and Director of Guidance and Counseling. Campus level leadership will include the principal, CTE administrator, lead teacher and counselor. Higher Education participants will be college deans, department chairs, and a dual credit or early college liaison, while local business and workforce development partners will represent the community. These members will develop an implementation plan base on the P-TECH and ICIA blueprint.

TEA Program Requirement 2: Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The team outlined in program requirement 1 will serve as the Leadership Design Team that will complete the P-TECH/ICIA implementation plan. This will help ensure all levels of leadership become knowledgeable of the requirements of the grant and the PTECH/ICIA blueprints and be able to quickly mobilize and leverage necessary resources in terms of human capital, budget and expertise across multiple departments. The CTE Executive Director will provide leadership in the area of career development. The campus principal will provide leadership in developing a program that is aligned to campus needs. Career development and dual credit teachers will also serve. Higher education staff will include a director for dual credit from participating college and content specific deans or department chairs. At least one business member from each career cluster will serve one year renewable terms to provide companies with flexibility in assigning staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 1756002311

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Often a barrier to college access for non-traditional students is that they struggle with meeting graduating requirements. The program will provide coursework for these students via an AVID course, and the guidance counselor and P-TECH/ICIA administrator will review process of students each semester so they can intervene and provide support prior to the end of the year. Each student participating will have a mentor who will be an educator, administrator, parent, counselor, peer or business volunteer. Face to face mentoring and support will be provided formally three times per year. Topics discussed will include career interests, persisting though difficult work, self-advocacy and teamwork.

TEA Program Requirement 4: Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pearce High School is a Texas Success Initiative assessment site. Currently, students take the TSI assessment during their sophomore year at their home campus. The data is used to determine dual credit eligibility. During the grant period, Richardson ISD will develop a plan of support for students who do not meet TSI requirements and consider additional testing opportunities before or after a student's sophomore year. Richardson ISD would like to develop multiple dual credit entry points based on when students demonstrate proficiency in reading and/or math TSIA, and use average scores over time to determine where to provide supports and acceleration starting with junior high school through graduation. For example, students who complete algebra in junior high may be ready to perform well on the TSI math assessment in ninth grade with supports in a summer bridge program. He or she may be able to take core dual credit courses sooner. For the student who struggles meeting dual credit math or reading requirements, his or her plan may include developmental courses in high school such that by the time the student graduates there is no need for remediation in college.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 1756002311			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 1756002311

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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